

**THE EFFECT OF USING BLOCK METHOD TOWARD
STUDENTS' WRITING DESCRIPTIVE PARAGRAPH
OF THE FIRST YEAR AT ISLAMIC SENIOR
BOARDING SCHOOL ISLAMIC
CENTRE AL-HIDAYAH
KAMPAR REGENCY**



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1434 H/2013 M**

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STUDENTS' WRITING DESCRIPTIVE PARAGRAPH
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CENTRE AL-HIDAYAH
KAMPAR REGENCY**

A Thesis

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(S. Pd.)



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ABSTRACT

Rudi Indah (2013)

The Effect of Using Block Method toward Students' Writing Descriptive Paragraph of the First Year at Islamic Senior Boarding School Islamic Centre Al-hidayah Kampar Regency

Writing is a process for transferring idea. That is one way to think and learn, in order to develop idea or information. To write, we should have some elements such as; structure, spelling, and pronunciation. All of from that element influenced to increase students ways in writing. Writing is one of important part from learning english.

This is a quasi experimental research. There are two variable in this research; variable X and variable Y. Subject of this research is the first year student at islamic senior boarding school islamic centre al-hidayah kampar and the object is the effect of using block method and students writing skill.

This research is conducted to the first year student at islamic senior boarding school islamic centre al-hidayah kampar. All of the population is 128 students and writer take 68 students as a sample.

The writer used oseervation and test technique to collect the dataof this research. The data was analyzed by using SPSS.

Based on data analysis, the average of pre-test score of experimental class is 63.08 and the average of post-test score is 78.38. therefore, students' writing skill in descriptive paragraph by using block method at experimental class after treatment is higher than before conducting treatment. While, the average pre-test of control class is 58.08 and the average post-test of control class is 60.73. therefore, students' writing skill in writing descriptive paragraph by using block method in control class is lower than students' in experiment class.

After analyzed the data by using one-sample test, itcan be seen that there is significance effect by using block method toward student writing skill in descriptive paragraph at islamic senior boarding school islamic centre al-hidayah kampar. It provided by finding t is 11.823. which is greater than t-table at 5% grade of significance(2.02) and at 1% grade of significance (2.72). it mean that H_0 is rejected and H_a is accepted.

ABSTRAK

Rudi Indah (2013)

Efek Penggunaan Metode Block terhadap Kemampuan Menulis Siswa dalam Descriptive Paragraph Siswa Tahun Pertama Pondok Pesantren Islamic Centre Al-hidayah Kampar

Menulis adalah proses untuk mentransfer ide. Itu adalah salah satu cara untuk berpikir dan belajar, supaya bisa mengembangkan ide atau informasinya. Untuk menulis kita harus mempunyai beberapa elemen seperti ; tata bahasa, ejaan, dan pengucapan. Semua dari elemen itu sangat mempengaruhi untuk meningkatkan cara siswa dalam menulis. Menulis salah satu bagian terpenting dalam belajar bahasa inggris.

Penelitian ini adalah sebuah penelitian kuasi eksperimen. Dalam penelitian ini digunakan dua variable; variable X dan variable Y. Subjek dari penelitian ini adalah siswa tahun pertama di pondok pesantren islamic centre al-hidayah Kampar sementara objeknya adalah penerapan metode Block dan kemampuan menulis mereka.

Penelitian ini ditujukan kepada siswa tahun pertama di pondok pesantren islamic centre al-hidayah Kampar. Jumlah keseluruhan populasinya yaitu 128 siswa dan penulis mengambil 64 siswa sebagai sampel.

Teknik pengumpulan data yang digunakan penulis adalah observasi dan test. Untuk menganalisis data, penulis menggunakan program SPSS.

Berdasarkan analisis data, dapat diketahui bahwa nilai rata-rata dari pre-test pada kelas eksperimen adalah 63.08 dan nilai post-test adalah 78.38. dengan demikian, kemampuan siswa dalam menulis descriptive paragraph dengan menggunakan metode Block lebih tinggi setelah treatmen dilakukan daripada sebelum treatmen dilakukan. Sedangkan pada kelas kontrol, nilai rata-rata pre-test adalah 58.08 dan pada post-test adalah 60.73. dengan demikian, kemampuan siswa dalam menulis descriptive paragraph dengan menggunakan metode Block dikelas kontrol lebih rendah daripada siswa dikelas eksperimen.

Setelah data dianalisa menggunakan rumus one-sample T-test, dapat diketahui bahwa nilai t adalah 11.823. nilai tersebut lebih besar nilainya dari t-table pada taraf signifikan 5% (2.02) dan taraf signifikan 1% (2.72). dari keterangan tersebut, diketahui bahwa hipoteses null (H_0) ditolak, sementara hipotesis alternatif (H_a) diterima. Dengan demikian, dapat disimpulkan bahwa ada efek yang signifikan dari penerapan metode Block terhadap kemampuan menulis descriptive paragraph siswa kelas satu di pondok pesantren islamic centre al-hidayah Kampar.

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All Praise and thanks belong to Allah almighty; the lord of the universe who created the heavens and earth, and originated the darkness and the light, who sent down the calmness and tranquility into the hearts of the believers, that they may grow more in faith along with their (present faith). In his willingness, the writer can complete this thesis. Shalawat and gratitude to our prophet Muhammad Peace Be Upon Him, who has brought his followers from the darkness to the lightness.

This thesis is written and intended to submit in partial of the requirements for the Bachelor Degree in English Education Department of Tarbiyah and Teacher's Training Faculty of State Islamic University of Sultan Syarif Kasim Riau. The title of this thesis is *"The Effect of Using Block Method Toward Student Writing Skill in Descriptive Paragraph of The First year Students' at Islamic Senior Boarding School Islamic Centre Al-Hidayah Kampar Regency"*.

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Writing is one of the four language skills, which is very important to be mastered by students. Because writing is a powerful learning tool¹. It can be used to convey our ideas, message, feeling, and the others. Writing will produce an article, book, magazine, newspaper, proposal, history, story and the others which they can consumed by many readers in order to get new information, knowledge and entertainment also.

Writing is a tool to communicate in written language. Moreover, this is a kind of activities that support with mastering other language skills. Writing skill through learning practicing will encourage students to move beyond formulaic organization and to develop their own sense of organization and style of work with the various forms and consider their audience. Students engage in the process of writing by exploring ideas, reconsidering strategies, revising their work and become more aware of their own composing processes.

Haris states that "a composition should comprise at least, five aspects of writing to be judged. They are: content, form, grammar, style and mechanics²." In short, as commonly conceived, writing process is a highly sophisticated skill combining a number of diverse elements, only some of which are strictly linguistics. Writing is not easy as speaking or oral communication because it needs ability in producing word that should make the readers or audience understand in what messages mean.

¹Atwan, Robert and verterman, wiliam, 1987, Effective writing for the college curriculum: McGraw-hill, inc. P.131

²Opcit Syafi'i S,M. 2007. P.139

In writing, there are many kinds of paragraph. They are definition, classification, description, compare and contrast, sequence, choice, explanation, evaluation, etc. One of the best ways to make your writing interesting and informative is to develop a subject by means of comparison or contrast. Comparison shows similarities between persons, places, things, ideas, or situations. Contrast does just the opposite; it points out the differences between persons, places, things, ideas, or situations. Whether you organize material for a comparison or for a contrast, however, your methods are essentially the same³.

One kind of method that used to compare and contrast something is Block Method. If you let A and B stand for the two things being compared, then you can use the Block Method, in which you first tell all about A and then tell all about B. Thus, you discuss A in a Block and B in a block. Keep in mind that these pattern need not always be followed rigidly, but they do provide the clearest ways to develop a comparison or contrast⁴.

The controlling idea of a comparison or contrast paragraph is of primary importance because the writer's purpose must be clearly defined. Your topic sentence, therefore, should identify both items (subject) to be compared or contrasted and tell the reader exactly what you are going to say about these items (attitude).

There are several things to remember as you write a controlling idea for a comparison or contrast paragraph. First, remember that you have two subject; therefore, your topic sentence must be carefully worded to show not only the attitude, but also the kind of comparison or

³Division of Simon and Schuster. 1978. Writing Clear Paragraph. Prentice-hall. Englewood cliffs, New jersey. Page: 179

⁴Ibid P:179

contrast you are going to make between the two. Second, you must have some sort of point to make beyond a simple description of the two things you are comparing⁵.

When you have decided on your two subjects, the next point for your consideration is the basis (bases) for your comparison or contrast. To be meaningful, the basis must be identical for both subjects: if you are comparing two steaks, for instance, you can not evaluate one on its price and the other on its flavor. Or if in discussing two movies, Movie A and Movie B, you talk about script, the acting, and the cinematography of Movie A, then you need to discuss the script, the acting, and the cinematography of Movie B⁶.

According to curriculum KTSP (2009/2010) states that :

The aspect of supporting the competence that students are able to understand and create in short functional paragraph and make the essay in procedure, descriptive, recount, narrative and report, material study gradation is visible in using vocabulary⁷.

In the teaching and learning English especially in writing descriptive paragraph, the teacher uses paragraph books and the teacher teaches based on syllabus of English subject based on KTSP as the curriculum⁸. The standard competency of curriculum states that the student should be able to lay meaning in short functional paragraph and simple essay in narrative, descriptive and news item in contexts of daily life, which score 75.

There is basic competence in curriculum. In the basic competency it states that the students should be able to express the meaning and rhetoric steps in short essay by using kinds of language items accurately, fluently, and able to interact with environment.

⁵Division of Simon and Schuster. 1978. Writing Clear Paragraph. Prentice-hall. Englewood cliffs, New jersey. Page: 180

⁶ibid P: 182

⁷<http://guruw.wordexpress.com/category/kurikulum-sekolah>

⁸ibid

Islamic boarding high school Islamic Centre Al-Hidayah is the one of senior high school in Riau province, especially in Kampar. This school has many subjects and one of them is English. The student should know all of the four skills in English especially writing. Writing skill is the one of language skill taught and should be mastered in this school. Besides, teacher asks the student to write a paragraph in English. So, the mostly students are difficult to read and do not understand more about.

Based on the description above, it is clear that there are many students encounter problems in the classroom activities. Even though student of Islamic boarding school Islamic Centre Al-Hidayah have studied English at least, six years at their elementary school and three years at junior high school. However, their proficiency in writing English is still very far for the expectation. In short, the difficulties can be depicted as follow:

1. Some of the students can not write descriptive paragraph.
2. Some of the students can not using grammar correctly.
3. Some of the students can not using some techniques which can help them develop in their writing.
4. Some of the students are lack to improve writing skill.
5. The students get difficulties in finding ideas to write.
6. The students are not interesting to enlarge their ability in writing skill.

Based on the phenomenon mentioned above, the writer is interested in carrying out a research entitled, “THE EFFECT OF USING BLOCK METHOD TOWARD STUDENTS’ WRITING DESCRIPTIVE PARAGRAPH OF THE FIRST YEAR AT ISLAMIC SENIOR BOARDING SCHOOL ISLAMIC CENTRE AL-HIDAYAH KAMPAR REGENCY”

The topic is very important to be discussed because the writer wants to know the effect of using a block method and their writing ability in descriptive paragraph. As for as the writer concerned, this title has not investigated by any researchers yet.

B. Definition of The Term

To avoid the misunderstanding and misinterpretation about the title of the research, it is better to define the term used as follows:

1. Effect

In general, effect is produced by an agent or cause; the event which is follow immediately from an antecedent, called the cause; result; consequence; outcome; fruit; as, the effect of luxury⁹. And Hornby state that,” the effect is the result or outcome”¹⁰.

2. Block Method

One kind of method that used to compare and contrast something. If you let A and B stand for the two things being compared, then you can use the Block Method, in which you first tell all about A annd then tell all about B. Thus, you discuss A in a Block and B in a block. Keep in mind that these pattern need not always be followed rigidly, buy they do provide the clearest ways to develop a comparison or contrast.

3. Writing

Writing is communication of the ideas by means of conventional symbols that are traced, incised, drawn, or otherwise formed on the surface of some material such as stone, metal, bamboo, papyrus, parchment, or paper¹¹. While, Gould, Eric et.al says that writing is an effort to

⁹<http://ardictionary.com/effect/708>

¹⁰Hornby, AS. 1995. *Oxford advanced learner's Dictionary Walton Street*. Oxford : Oxford University Press, 5th Edition

¹¹Encyclopedia americana 29, 2000. Page : 558

create a dialogue with readers, and it involves exploring our relationship to our readers in much the same way that we explore our relationship to people we talk to¹².

4. Descriptive Paragraph

Descriptive Paragraph is to describe the specific or particular thing/person in a paragraph.

C. The Problem

1. The Identification of The Problem

Based on the background above, it has been clearly revealed that some of the students' of Islamic Senior Boarding School Islamic Centre Al-Hidayah are not interested because of the lack of the teaching writing in the school. The problems are identified as follows:

- a. Why are some students' not able to write the paragraph in front of class?
- b. Why are some students' cannot differentiate paragraph especially descriptive paragraph?
- c. Why are some students' not able to write descriptive paragraph in a good organization?
- d. Why are some students' lack to improve writing skill?
- e. How are their text book used in understanding descriptive paragraphs?

2. The Limitation of The Problem

Based on the identification of the problem above, the writer found many problems which are faced by the students'. To avoid misunderstanding toward the problem in this research, it is quite necessary for the writer to limit the problem and the writer focusses on the students' writing. by using block method toward students' writing skills in descriptive paragraph at the first year of Islamic Senior Boarding School Islamic Centre Al Hidayah kampar.

¹²Gould, Eric et.al.1989, The Act of Writing, New York: Random House, Inc. Page: 30.

3. Formulation of The Problem

Based on the limitation of the problem above, the problem of the research will be formulated:

1. How is the students' writing ability in descriptive paragraph on experimental group before implementing the use of block method ?
2. How is students' ability in writing descriptive paragraph on experimental group after implementing the use of block method ?
3. Is there any significant difference on the students' writing ability in using block method and using conventional strategies ?

D. Objective and Significance of The Reasearch

1. Objective of The Research

- a. To know there is a significant difference on the students' writing ability in using block method and using conventional strategies of the first year students' at Islamic Senior Boarding School Islamic Centre Al-Hidayah Kampar.
- b. To identify the factors is that may influence students' writing skill in order to improving their ability in writing class.

2. Significance of The Research

- a. To know the effect of using block method and their writing ability in descriptive paragraph of the first year students' at Islamic Senior Boarding School Islamic Centre Al-Hidayah Kampar.
- b. To enlarge and develop the writers' insight and knowledge dealing with the research.

- c. To give contribution to the students' in increasing their skill in writing descriptive paragraph.
- d. As the completion of the task in fulfilling the last requirment of the study at the English Education Department of Tarbiyah Faculty.

CHAPTER II

REVIEW OF RELATED LITERATUR

A. The Theoritical Framework

1. The Nature of The Writing

Most people say that writing is difficult. It is important for us, why they think this skill is hard to do. The problem is depending on how to put down the ideas on the paper. According to Janet and Ellen, writing needs content and language control. It means that writing is not only about ideas but also linguistic factors.

Writing is a system for interpesonal communication using visible or graphic symbol on a flat surface such as paper, clothes or event stone slabs. And also writing is the one of the English language skill. As we know there are four basic language skill, such as: listening, speaking, reading and writing. Besides that, writing also is one of the productive skill. According to William said that writing is the act to form (word and sentence) by inscribing the correct letters or symbol on paper or the material. Writing is a powerful toll. It can be used to convey our ideas, messages, felling and other¹.

Writing language is different from spoken language. Both of them have messages to be delivered. According to Hughey says “through writing we express our feeling, our hopes, our dream, and joys as well as our fears, angers, and frustations. Writing, then, is a letter to the family recounting the delights of discovering new friends or the loneliness of days spent in a new environment without the supportive bonds of family love”². In writing skill, we find many

¹Morris, William. 1981. *The American Heritage Dictionary of the English Language*. U.S.A: Houghton Mifflin Company. P. 1478

²Hughey, Jane B. 1983. *Teaching English Composition Principles and techniques*. Newbury House Publishers. P. 33

conventions or rules that have to be followed in order to achieve the standard writing. The skill to express one's idea in written form in a foreign language and to do, so with reasonable accuracy and coherence is a major achievement in writing skill. So, the students' can be provided with practice in writing which reinforces the language that the students' have learned.

Through writing we can express our ideas, our feelings, our plans, our recommendations, our values, and our commitments to the other persons. As a writer, therefore, we have to be able to make the readers understand what we want to inform. To create understanding the readers is not easy. In doing this writer has to make the guesses about what the reader will be able to understand, and even about what the reader wants to read. If the writer gets this wrong, the reader may give up the book or article in disgust before getting far³.

Based on the 1994 guidance of teaching program (GBPP) there are four techniques of writing:

1. Controlled Writing

The student's are required to complete the task based on the clue or what the teacher dictates.

2. Guided Writing

There are no opportunities for the students' to add more information or message.

3. Semi Guided Writing

The students' are supposed to write a short paragraph and the students' have opportunities to add information of their own.

4. Free Writing

³Bygate, martin, 1987, speaking, oxford university press. Page : 12

The students' ask to write what they have in their mind, and teacher just prepares some titles than give some information about the topic or the clues⁴.

2. The Purpose of Writing

Writing is an instrument of both communication and self-expression. (Princes, 1989: 10) states that in doing writing there are few initial principles to note. Firstly, writing should be as close as possible to genuine functional uses of language. Secondly, since ways of communicating information are very varied. There is a single ways of writing correct English, it is therefore important for students to read as widely as possible in order to be familiar with different variation of writing English. Thirdly, good writing depends on a set of specific skills; writing does not follow automatically good grammar and adequate vocabulary.

As students in English, however, they have to understand about writing, not only writing but also the component about writing.

As a skill, writing serves four crucial, enduring purposes for the learner. According to Hughey, et al., (1983:33) there are four the functions and benefits of writing:

- a) Writing is an essential form of communication
- b) Writing is for critical thinking and problem solving
- c) Writing is for self-actualization
- d) Writing helpsus control our personal environment.

3. The Nature of The Writing Skill

According to Hornby, skill is capacity or power to do something physical or mental⁵.in the connection to students' writing skill, it means that the students succeed in reaching particular

⁴Syahrul Miftah, *The Correlation Between Student's Efforts and Their Writing Ability In writing Subject At SMAN 1 Kampar*, (Pekanbaru: Unpublised degree thesis, 2012) p. 10

goal, status or standard in writing, especially by making an effort for a long time. So, skill can be defined as the capacity that is gained by someone after learning the material of a subject matter within a certain period of time.

There some role before teaching writing: teacher of writing percieve their students' as writers, and writing with their students', teacher writing are flexible, teacher of writing are sensitive and the last teacher is a familiar with the variety of learning strategies employed to learn a second language.

To know whether teaching and learning process has gained the goal or not, especially in writing, the teacher need to give mark based on five principles and component scale of writing, they are : Content, Organization, Vocabulary, Language use and Mechanics⁶.In addition to Nunan says the learners purposes of writing, which transcend, are producing paragraph from teacher. However, the students' concerns and interests are acknowledge can be develoved rapidly through writing skill. In which it can be practiced by forming words to be coherent sentence in a paragraph⁷.

Generally, in writing ability we have to know the components of writing.

a. Content

It means that the ability to think creatively and develop thought, excluding all irrelevant information.

b. Organization

Fluent expression, ideas clearly states, well organized, logically sequenced a cohesive,. An essay is coherent if it is paragraphs are woven together of flow into

⁵Hornby, As. Et.al, 1989, Teaching ESL Composition: Principles and Technique. Rowley, Mascachusetts: Henle and Heinle Publisher. Page : 2

⁶Jacob, Holly L, et, al, 1981, Testing ESL Composition: A Practical Approach, Mexico: Newbury House Publisher, inc. Page: 30

⁷Nunan, David. *Second Language Teaching and Learning*. University of Hongkong. P. 88

each other. An essay, which lack of unity or orderly movement will not be coherent, the readers can not move easily from one paragraph which is no relation to the first.

c. Vocabulary

In writing, there should be sophisticated range, effective word idiom, word choice and its usage.

d. Language Use

Grammar or a language is description of speaking and writing habits of people who use it. In composition paragraph or paragraph, the knowledge of is very important. Without them, the writers will not be able to use it. So, the readers may not catch the points of writers message.

e. Essay writing is mechanically good if it is writer demonstrates mastery of conversations, good spelling, punctuation, capitalization and paragraphing and also hand writing. The ability to give ideas in writing form is not easy, especially for students'. They should have a good feeling in everything which is interesting in a paragraph. Therefore, it is necessary for them to guide, and not control their ideas, which can be applied in teaching writing

4. The Nature of The Block Method

One of the best ways to make your writing interesting and informative is to develop a subject by means of comparison or contrast. Comparison shows similarities between persons, places, things, ideas, or situations. Contrast does just the opposite; it points out the differences

between persons, places, things, ideas, or situations. Whether you organize material for a comparison or for a contrast, however, your methods are essentially the same⁸.

One kind of method that is used to compare and contrast something is Block Method. If you let A and B stand for the two things being compared, then you can use the Block Method, in which you first tell all about A and then tell all about B. Thus, you discuss A in a block and B in a block. Keep in mind that these patterns need not always be followed rigidly, but they do provide the clearest ways to develop a comparison or contrast⁹.

The controlling idea of a comparison or contrast paragraph is of primary importance because the writer's purpose must be clearly defined. Your topic sentence, therefore, should identify both items (subject) to be compared or contrasted and tell the reader exactly what you are going to say about these items (attitude).

There are several things to remember as you write a controlling idea for a comparison or contrast paragraph. First, remember that you have two subjects; therefore, your topic sentence must be carefully worded to show not only the attitude, but also the kind of comparison or contrast you are going to make between the two. Second, you must have some point to make beyond a simple description of the two things you are comparing¹⁰.

When you have decided on your two subjects, the next point for your consideration is the basis (bases) for your comparison or contrast. To be meaningful, the basis must be identical for both subjects: if you are comparing two steaks, for instance, you can not evaluate one on its price and the other on its flavor. Or if in discussing two movies, Movie A and Movie B, you talk about

⁸Division of Simon and Schuster. 1978. Writing Clear Paragraph. Prentice-hall. Englewood cliffs, New jersey. Page: 179

⁹ibid. page:179

¹⁰Division of Simon and Schuster, Op cit Page: 180

script, the acting, and the cinematography of Movie A, then you need to discuss the script, the acting, and the cinematography of Movie B¹¹.

Based on theory above, it can be concluded that Block Method has an influence toward students' in writing skill.

As always, the instructor and the assignment sheet provide the definitive expectations and requirements for any essay. Here is some general information about the organization for this type of essay:

- A comparison essay notes either similarities, or similarities and differences
- A contrast essay notes only differences
- The comparison or contrast should make a point or serve a purpose. Often such essays do one of the following:
 - Clarify something unknown or not well understood.
 - Lead to a fresh insight or new way of viewing something.
 - Bring one or both of the subjects into sharper focus
 - Show that one subject is better than the other.
- The thesis can present the subjects and indicate whether they will be compared, contrasted, or both.
- The same points should be discussed for both subjects; it is not necessary, however to give both subjects the same degree of development.
- Some common organizational structures include: (see note below)
 - Block method (subject by subject)
 - Point by point

¹¹ibid. Page: 182

- Comparisons followed by contrasts (or the reverse)
- Use detailed topic sentences and the following connecting words to make the relationship between your subjects clear to your reader

Procedure of Block Method

- Introduction
 - Introduction of general topic
 - Specific topic
 - **Thesis** = areas to be covered in this essay: *Both cats and dogs make excellent pets, but an appropriate choice depends on the pet owner's lifestyle, finances, and household accommodations.*

- Paragraph 1

Topic Sentence – Topic 1

Cats are easier and less expensive to care for.

Aspect 1: Lifestyle

- Detail: Don't have to be watched during the day
- Detail: Easier to get care if owner travels

Aspect 2: Cost

- Detail: Food and health care are usually less expensive
- Detail: Less likely to cause property damage

Aspect 3: House accommodations

- Detail : Don't take up much space

- Detail:Less intrusive

Transition Sentence

Topic Sentence – Topic 2

Dogs are active and loyally engaging pets.

Aspect 1: Lifestyle

- Detail:Pack animals shouldn't be left alone
- Detail:Harder to get care when away Need more living space

Aspect 2: Cost

- Detail:Food is more expensive
- Detail:Over-breeding causes some health problems

Aspect 3: House accommodations

- Detail:Often need yard and fence
- Detail:Require more safety and protective measures Transition Sentence

Optional: *develop a paragraph to evaluate the comparison made in the essay: Last summer, I was considering adopting a pet, so I visited the SPCA to gather more information about cats and dogs. I am a full time student and work part time in the evenings, so my lifestyle and schedule didn't seem conducive to owning a dog like I had originally planned. Now that I've had my cat Cookie for a few months, I see that she's the perfect fit and a great companion for me*

- **Summary of main points**
- **Evaluation** and/or possible future developments
- **Significance** of topic to author: When considering adopting a pet, a prospective owner must consider the lifestyle, finances, and household accommodations that the pet would require. Owners who neglect to compare these aspects will often not care for their pet in a safe manner

Brainstorming for a Compare/Contrast Essay

1. Write each topic name above one of the circles. List attributes or qualities of that topic in the circle, placing any shared qualities in the overlapping section. Be specific and use details. (Example: details of living in SB might include high cost of living, beach community, good schools, etc. Less effective qualities: not nice place, cool hangouts.)
2. Circle the most important qualities in each list and match at least three opposites from one circle to another.
3. Review the lists and identify three categories or aspects that describe these details. (Example: "beach community" detail for one topic and "big city" detail for the other = environment or setting as a category.) List the categories in the box above.
4. Then choose one option (point by point or block method) to structure your essay. See examples in this handout.
5. Use the chart on the next page to organize your paragraphs as indicated. Add more ideas and details for each category as you think of them.

A *Comparison* or *Contrast* essay is an essay in which you either compare something or contrast something. A comparison essay is an essay in which you emphasize the similarities, and

a contrast essay is an essay in which you emphasize the differences. We use comparison and contrast thinking when deciding which university to attend, which car to buy, or whether to drive a car or take a bus or an airplane to a vacation site.

In this section, two classic organizational patterns of a comparison or contrast essay will be discussed. One is called ***block arrangement*** of ideas; the other is called ***point-by-point*** or ***alternating arrangement*** of ideas. Suppose you are interested in showing the differences between vacationing in the mountains and vacationing at the beach. You will then write a contrast composition. One way to arrange your material is to use the *block* arrangement which is to write about vacationing in the mountains in one paragraph and vacationing at the beach in the next. If you mention a particular point in the mountains paragraph, you must mention the same point in the beach paragraph, and *in the same order*. Study the following outline, which shows this kind of organization. The introductory paragraph is followed by the *mountains* paragraph, the *beach* paragraph, then the conclusion; the fully developed essay is just four paragraphs.

Examine the comparison or contrast essays that follow, and decide whether the authors used *block* arrangement or *point-by-point* (or *alternating*) arrangement. Notice how other authors structure their essays. Five paragraphs or four? *Block* arrangement or *point-by-point* arrangement? Noticing these things will help you become a better, more conscious reader and writer.

Is the essay above organized using *block* or *point-by-point* arrangement of details? Note first the essay is four paragraphs, (1) an introduction, (2) a paragraph about vacationing in the mountains, (3) a paragraph about vacationing at the beach, and (4) a conclusion. This is the

block arrangement, the first block containing information about mountains and the second block containing information about the beach.

The following essay contrasts eating fresh foods and canned foods. Is its organization *block* or *point-by-point*? How many paragraphs does it contain? How many "differences" between fresh foods and canned foods does the author discuss?

The essay above is the "classic" five paragraph essay that all non-native speakers of English should learn to write. This essays also contains the "classic" *point-by-point* organization, each point stated and developed in a single paragraph. The essay contains five paragraphs that contrast three differences between fresh and canned foods. The essay includes (1) an introduction, (2) the development of the first difference (flavor), (3) the development of the second difference (health benefits), (4) the development of the third difference (cost), and (5) a conclusion. In the true classic tradition, the three main differences in this contrast essay—flavor, health benefits, and cost—are stated both in the introduction and the conclusion as well. My own observation is this: US kids are taught to organize and write five paragraph essays like this from early childhood, but they rarely attain the degree of perfection of the essay above.

This ends the first part of this page, the explanation of the differences between the classic organizational styles of comparison and contrast essays, (1) *block* and (2) *point-by-point* or *alternating* arrangement.

How to Support Your Point of View though Comparison and Contrast

It was stated in the first part of this paper that we use comparison or contrast in nearly everything we do. When deciding what to eat, for example, we often choose between fresh foods or canned foods, exactly as the writer above described. However, do you know the preference of the previous author? Did he state it directly? Why or why not? What other ways could this essay have ended?

An important point to remember when writing comparison or contrast essays is that many times writers use comparison or contrast to support a personal point of view. Whenever possible and appropriate, writers *should* support their own views. For example, the following paragraphs are from the book, *Zen and the Art of Motorcycle Maintenance* by Robert Persig. Note that Persig's description of the differences between riding in a car and riding a motorcycle is not neutral. Instead, Persig uses comparison and contrast to serve a *persuasive* aim: to show the reader why riding a motorcycle is more stimulating than driving a car.

Persig's choice of travel is obvious. In a car, you are in a *compartment* seeing *just more TV*, a *passing observer*. On a motorcycle, however, you're in *contact with it all*, the *real thing*, the *whole thing*, the *whole experience*, *never removed from immediate consciousness*. In writing a comparison or contrast essay, use contrast to show your own preference, to support your own point of view, to persuade the reader which option you prefer.

How to Write an Effective Comparison or Contrast Essay: Summary

1. Know what organizational style you are using. Whether you use the *block* arrangement or *point-by-point* arrangement, you should be able to identify it. Being able to identify

your organization will not only help you in the organization of your own writing, but it will also help your reader follow the points you make.

2. State your organization. Remember the "straight line of development" that was discussed in the introduction requires that you "tell your audience what you are going to tell them; then tell them; then tell them what you told them." An important objective in academic writing is clarity, and stating your organization always contributes to clarity. Err on the side of clarity!
3. Keep your audience in mind. Be sure your reader can relate to your topic. After you finish writing, read your essay from the perspective of your audience. How will they respond to your ideas? Will they understand what you have written? Will they agree with your main point? Will the support appear logical to them?
4. Say what you want to say. Write like Robert Persig did in his book, *Zen and the Art of Motorcycle Maintenance*. In your essay, make your preference clear as Persig did when he contrasted the difference between vacationing by car or motorcycle.
5. Finally, to further clarify how it would be possible to say what you want to say in your writing, consider which of the following options would YOU prefer, and why? To support your point in each essay, what characteristics would you choose to contrast, and what support would you use? Can you think of any other topics that might be fun to contrast?
 - A. Vacationing in Paris or taking a three-week trip down the Amazon.
 - B. Growing up in a small town or growing up in a large city.
 - C. Working for large company or running your own business.
 - D. _____

E. _____

5. The Nature of The Descriptive Paragraph

Descriptive paragraph is describes ideas and examples focused on a particular subject. Rather, it present an imprassion you are impression of something.

Developing your descriptive paragraph, there are some basic rules to keep in mind when you write the descriptive paragraph.

a. Topic

If you are not specially given, you must decide on one. Quite often, the act of discussion clarifies the task of which topic to select.

b. Put words on paper

Begin writing about the chosen experience. But keep in mind that you don't have to start at the beginning.

c. Review and organize your paragraph

Outline or in someway plan the organization of this experience, event and character of the picture. Think about how to present the details, where to bagin and how to end.

d. Apply descriptive craftmanship

This step where you apply what you have learned about showing not telling. Review your work and then try replacing some of the more no descriptive words with more vivid imagery.

e. Do a final review

Review your paragraph; do you begin with important attention gatter. After reading your first line, will the one to continue. Check your conclusion. Do you leave the reader with a lasting impression¹².

B. Relevant Research

¹²M. Syafi'i S, M.Fauzan Ansyari, Jonri Kasdi.2007. *The effective paragraph development:the process of writing for classroom setting*. Lembaga bimbingan belajar Syaf Intensive. Pekanbaru. P:43.

In order to ensure the advantages of learning english especially in writing, researcher has found out some relevant research as in writing descriptive paragraph. Utami conducted an influence research on using pictures in increasing student ability in writing. The research titled “*the influence of using Cluster mapping toward students’ writing descriptive paragraph...*” she was interested in conducting this research because the writing of student in islamic senior highschool was not good. After using the method, students’ writing becomes good. She found that study by using cluster mapping is more effect based on her data analysis, she concluded that the students’ achievement in writing short paragraph by using cluster mapping is enough where the average score is 72. Based on the form of student achievement, the rank is 71—80% categorized enough. And then her hypothesis is accepted. It means that there is a significant differences on the achievement of writing between those students who are not tough by using cluster mapping media and the percentage of students who are tough using cluster mapping in 24%; and those who are not tough was 10%.

C. Operational Concept

To avoid misunderstanding and to give guidance in collecting data in this research, this part will be expressed into the operational concept. It is an important element in scientific study, because it is still operated in an abstract form of the research planning, which must be particular word in order to be easy to measure empirically. Writer wants to clarify briefly the variable used in this research. Since this is a experimental research, there are two variables in this research: they are variable X that is block method and variable Y that is students’ writing skill in descriptive paragraph, especially of the first year at senior boarding school Islamic Centre Al Hidayah Kampar. So, in this research there are some indicators as follows:

Variable X (block method)

- a. The students are able to presents the whole pictures of the two sides.
- b. The students can be more effective in writing essay 3-4 pages in covering a general issue.
- c. The students are able compare or contrast their writing by using block method.
- d. The teachers' introduce the block method to the students.
- e. The teacher give many example about block method writing to make them understand about the lesson.
- f. The teacher gives students oppurtunity to express their ideas and opinion by using block method on piece of paper.
- g. The teacher ask to students to describe in detail the thing by using block method.

Variable Y (students' writing skill in descriptive paragraph)

- a. Students are able to develop their writing descriptive paragraph by using block method.
- b. Students are able to describe all the similarities topic in the first body paragraph.
- c. Students are able to describe all the difference topic in the second body paragraph.
- d. Students are able to guideline the comparison/contrast essay by using block method.
- e. Students are able to write descriptive paragraph based on component of paragraph they are content organization, vocabulary, language use and mechanic.

D. Assumption and Hypothesis

1. Assumption

Before formulating the hypothesis as the temporary answer to the problem, the writer would like to present some assumption as follow:

- a. Using block method can give effect toward the students' writing skill in descriptive paragraph.
- b. The writing skill of students' in descriptive paragraph will be good if they use block method.

2. Hypothesis

Ha: there is a significant effect by using block method toward students' writing descriptive paragraph of the first year at senior boarding school Islamic Centre Al Hidayah Kampar.

Ho: there is no significant effect by using block method toward students' writing descriptive paragraph of the first year at senior boarding school Islamic Centre Al Hidayah Kampar.

CHAPTER III

RESEARCH METHODOLOGY

A. Design of the Research

This research is quasi experimental research with pre-post design, which is intended to find out the effect of learning English by using block method to increase students' ability in writing descriptive paragraph. The research is designed by quasi experimental research to see causal effect to other variable. There are some characteristics of intact group design; it allows the researcher to use original classes as sample group, namely experimental and control group, both the groups can be treated by different treatment, and both the groups must be given pre and post test. The characteristics of intact group design are suitable with this situation in which this research is conducted. The first, the writer did pretest, and the second, the writer used block method as posttest.

Research type :

$O_1 \quad X \quad O_2$

$O_1 \quad \quad O_2$

O_1 = Before Experiment (Pretest)

X = Treatment

O_2 = After Experiment (Posttest)

B. Location and Time of the Research

The location of this research was at senior boarding school Islamic Centre Al Hidayah Kampar. This school located at Pekanbaru-Bangkinang. The duration of time to conduct of this research was two month starting December to January 2013.

C. Subject and Object of the Research

The subject of the research is the first year students' at senior boarding school Islamic Centre Al Hidayah Kampar. And the object of this study is effect of using block method toward their writing skill in descriptive paragraph.

D. The Population and the Sample

The population of this research was students' of the first year at senior boarding school Islamic Centre Al Hidayah Kampar. The total number of the population is 102, and divided into 3 classes. (senior boarding school Islamic Centre Al Hidayah Kampar office administration department documented data, in the academic year 2010/2011).

Since it is a quasi experimental research design that has certain purpose, the researcher used purposive sample technique. It was consisted of two group taught by using different treatments; the researcher took two classes in which they are as experimental and control group.

Table III.1**Table Description Population and Sample**

Class	Population			Sample
	Female	Male	Total	
Xa	-	34	34	34
Xb	34	-	34	34
Xc	18	10	28	28
Xd	17	15	32	32
Total			128	128

E. Technique of Collecting Data

The data has been collected by using:

a. Observation

The observation was used to gather the relevant data concerning with the contribution of learning english by using block method in classroom activities.

The observation was carried out for eight meetings to observe if the seven characteristics of implementing english by using block method were achieved.

The english teacher was involved in implementing this learning english by using block method. The english teacher of that school though eight meetings. When the english teacher though the student in front of classroom, the reasearcher set at back of classroom to observe all the activiities from the beginning till the end.

b. Test

The writer collects the data by using test to know the student ability in writing descriptive paragraph. Researcher gave brief explanation about block method to respondents and respondents made in writing descriptive paragraph by using block method.

- Pretest

Pretest was conducted at the beginning process of implementing method. It was to find out the ability of students writing in descriptive paragraph, meaning that the test before giving treatment or before giving explanation.

- Posttest

Posttest was conducted to get the data at the end of the process of implementing method, meaning that getting data after treatment or after giving explanation about block method.

F. The Technique of Data Analysis

After obtained the data of this research, it is necessary to analyze by using statistical analysis technique in order to identify the average score of both pretest and posttest. The different of means was analyzed by using T – Test the technique applied to analyze every item observed in the observation is as follow :

$$P = \frac{F}{N} \times 100\%$$

Where :

P : Percentage

F : Frequency of score

N : Total score

In collecting data of learning english by using block method is using following formula :

a.Find the Mean scores

$$M_x = \frac{\sum FX}{N}$$

Where :

M_x = Mean score pretest

X = Total score in pretest

N = Number of students

$$M_x = \frac{\sum FY}{N}$$

Where :

M_x = Mean score of posttest

Y = Total score of posttest

N = Number of students

b.Find the standard deviation

standard deviation of variable X :

$$SD = \sqrt{\frac{\sum FX^2}{N} - \frac{(\sum FX)^2}{N^2}}$$

Where :

SD_x = Standard deviation of pretest

X^2 = Total square (score minus mean score)

N = Number of students

Standard deviation of variable Y :

$$SD = \sqrt{\frac{\sum FY^2}{N} - \frac{FY^2}{N}}$$

Where :

SD = Standard deviation of posttest

Y^2 = Total square (score minus mean score)

N = Number of students

c. Find the T – Test

$$t = \frac{Md}{\sqrt{\frac{\sum X^2}{N(N-1)}}}$$

where :

t = The value of t - obtained

Md = The difference between pretest and posttest mean score

X^2d = Deviation of each subject (d-Md)

df = The degree of freedom

N = The number of students

After computing t-test it is necessary to obtain the degree of freedom was used to determine whether the t-score is significant or not. The t-obtained value is consulted with value of t-table by using degree of freedom. The formula degree of freedom as follows :

$$Db/df = N - 1$$

Where :

Db/df = The degree of freedom

N = Number of students

In this research, it has two variables. So a formula used to find out the t-table is by using formula ; $db/df = N-1$. Then, if the writer have calculated the degree of freedom, he can conclude; if $t_0 < t\text{-table}$, H_0 is accepted. It's can be said that there is no significant contribution of learning english by using block method to increase student ability in writing descriptive paragraph. If $t_0 > t\text{-table}$, H_a is accepted, it's can be said that there is significant contribution of learning english by using block method in increasing students ability in writing descriptive paragraph.

CHAPTER IV

PRESENTATION OF THE RESEARCH FINDINGS

This chapter presents the data that was collected and its analysis. These data describe about students' effective writing and the students' writing descriptive paragraph.

A. Description of the Data

In this chapter, the researcher presents the result of the research, had been collected from the observation and written test, the first year students' at senior boarding school Islamic Centre Al Hidayah Kampar related to their ability in writing Block Method. The number of respondent was 68 students divided into 2 classes. 1 class as a control group and 1 class as an experimental group.

The data to identify the formulation of the problem, they are:

1. How is the students' writing ability in descriptive paragraph on experimental group before implementing the use of block method ?
2. How is students' ability in writing descriptive paragraph on experimental group after implementing the use of block method ?
3. Is there any significant difference on the students' writing ability in experimental group that are taught by using block method and control group that are taught by using conventional strategies ?

B. The Data Presentation

1. The data from the classroom observation

The data are presented as the result of observation conducted toward the teacher/ the writer in the classroom. The writer present the result of observation in following tables:

Table IV. 1

Instrument Observation

NO	Observation	Categories	
		Yes	No
1.	The teacher explained the content to be learned by the students about block method and explain it	4	0
2.	The teacher give example to students in using block method in learning english especially in writing	4	0
3.	The teacher give many example about block method to make them understand about the lesson	4	0
4.	The teacher give chance to students to make question about block method	2	2
5.	The teacher asked the students to describe in detail the thing by using block method	3	1
6.	The teacher give oppurtunity to express their ideas and opinion by using block method on piece of paper	4	0
7.	Teacher and students discuss together about the result of students task to find out the error	3	1
Total		24	4
Percentage		87.5%	12.5%

The table above shows that the result of observation of the use Block Method indicates that 87.5% the students did the instruction and 12.5% did not. The explanations are as follows :

- a. The teacher explained the content to be learned by the students about block method and explain it (100%)
- b. The teacher give example to students in using block method in learning english especially in writing (100%)
- c. The teacher give many example about block method to make them understand about the lesson (100%)
- d. The teacher give chance to students to make question about block method (50%)
- e. The teacher asked the students to describe in detail the thing by using block method (75%)
- f. The teacher give oppurtunity to express their ideas and opinion by using block method on piece of paper (100%)
- g. Teacher and students discuss together about the result of students task to find out the error (75%)

2. The data from the students' writing descriptive paragraph

- a. **The students' writing ability in descriptive paragraph before implementing the use of block method can be presented in the following table :**

1. Control Group Pretest

Table IV. 2
The Students' Average Scores for each aspect of Pre Writing Descriptive Paragraph Test
in control group According to Two Raters

The Aspect of Writing	Rater 1			Rater 2			The Average Score of all rater	Real Score	Level of Ability
	f _x	N	X	f _x	N	X			
Content	87	34	2.55	91	34	2.67	2.61	65.44	Good
Organization	87	34	2.55	83	34	2.44	2.5	62.5	Good
Vocabulary	96	34	2.82	97	34	2.85	2.83	70.95	Good
Grammar	69	34	2.02	64	34	1.88	1.95	48.89	Mediocr e
Mechanic	59	34	1.73	57	34	1.67	1.70	42.64	Mediocr e
Average all Aspects							2.32	58.08	Mediocr e

Table IV.2 shows the students' average score for content is 65.44. The students' average score for organization aspect is 62.5. The students' average score for vocabulary aspect is 70.95. The students' average score for grammar aspect is 48.89. And the students' average score for mechanic aspect is 42.64. The average score for all aspects of writing block method is 58.08 that is Mediocre Level.

2. Experiment Group Pretest

The presented data were gathered by means of pre writing test

Table IV. 3
The Students' Average Scores for each aspect of Pre Writing Descriptive Paragraph
Test According to Two Raters

The Aspect of Writing	Rater 1			Rater 2			The Average Score of all rater	Real Score	Level of Ability
	f _x	N	X	f _x	N	X			
Content	94	34	2.76	92	34	2.70	2.73	68.38	Good
Organization	92	34	2.70	87	34	2.55	2.63	65.80	Good
Vocabulary	96	34	2.82	97	34	2.85	2.83	70.95	Good
Grammar	80	34	2.35	78	34	2.29	2.32	58.08	mediocre
Mechanic	74	34	2.17	68	34	2.00	2.08	52.20	Mediocre
Average all Aspects							2.52	63.08	Good

Table 3 shows the students' average score for content is 68.38. The students' average score for organization aspect is 65.80. The students' average score for vocabulary aspect is 70.95. The students' average score for grammar aspect is 58.08. And the students' average score for mechanic aspect is 52.20. The average score for all aspects of writing block method is 63.08 that is Good Level.

b. The students' writing ability in descriptive paragraph after implementing the use of block method can be presented in the following table :

1). Control group Post-test

Table IV. 4
The Students' Average Scores for each aspect of Post Writing Descriptive Paragraph Test of control group According to Two Raters

The Aspect of Writing	Rater 1			Rater 2			The Average Score of all rater	Real Score	Level of Ability
	f _x	N	X	f _x	N	X			
Content	92	34	2.70	94	34	2.76	2.73	68.38	Good
Organization	96	34	2.82	88	34	2.58	2.70	67.64	Good
Vocabulary	96	34	2.82	98	34	2.88	2.85	71.32	Good
Grammar	74	34	2.17	66	34	1.94	2.05	51.47	Mediocre
Mechanic	70	34	2.05	56	34	1.64	1.85	46.32	Mediocre
Average all Aspects							2.44	61.02	Good

Table 4 shows the students' average score for content is 68.38. The students' average score for organization aspect is 67.64. The students' average score for vocabulary aspect is 71.32. The students' average score for grammar aspect is 51.47. And the students' average score for mechanic aspect is 46.32. The average score for all aspects of writing block method is 61.02 that is Good Level.

2). Experiment Group Post-test

The presented data were gathered by means of post writing test

Table IV. 5
The Students' Average Scores for each aspect of Post Writing Descriptive Paragraph
Test According to Two Raters

The Aspect of Writing	Rater 1			Rater 2			The Average Score of all rater	Real Score	Level of Ability
	fx	N	X	fx	N	X			
Content	118	34	3.47	116	34	3.41	3.44	86.02	Excellent
Organization	120	34	3.52	121	34	3.55	3.54	88.60	Excellent
Vocabulary	116	34	3.41	118	34	3.47	3.44	86.02	Excellent
Grammar	92	34	2.70	93	34	2.73	2.72	68.01	Good
Mechanic	90	34	2.64	94	34	2.76	2.70	67.64	Good
Average all Aspects							3.13	78.38	Good

Table 5 shows the students' average score for content is 86.02. The students' average score for organization aspect is 88.60. The students' average score for vocabulary aspect is 86.02. The students' average score for grammar aspect is 68.01. And the students' average score for mechanic aspect is 67.64. The average score for all aspects of post writing block method test is 78.38 that is Good Level.

C. Analysis Data

This research is conducted to find out the effect of using block method toward students ability in writing descriptive paragraph. The effect of using block method is as independent variable (X) and student writing skill is as dependent variable (Y). In analyzing the data, the writer wants to find the mean scores, standard deviation, and T-Test of Pre and Posttest given.

1. Control Class

Table IV. 6 The Students Score at the Control Class

NO	Pre-test	Post-test
1	57	72
2	50	72
3	57	77
4	55	67
5	55	77
6	65	77
7	70	72
8	50	70
9	70	77
10	65	75
11	75	75
12	75	80
13	55	67
14	70	75
15	65	72
16	62	72
17	60	75
18	65	72
19	50	62
20	60	75
21	55	67
22	55	75
23	67	77
24	60	70
25	60	70
26	67	77
27	70	80
28	70	77
29	72	80
30	52	65
31	70	82
32	70	77
33	72	85
34	70	80
Total	2141	2523

a. Pretest of students' writing in descriptive paragraph

Table IV. 7

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pretest	34	58.0882	3.14178	.53881

This table shows that, the mean score of pretest is 58.08, the standard deviation pretest is 3.14, and the standard error mean is 0.53.

b. Posttest of students' writing in descriptive paragraph

Table IV. 8

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Posttest	34	60.7353	4.94398	.84789

This table shows that, the mean score of pretest is 60.73, the standard deviation pretest is 4.94, and the standard error mean is 0.84.

2. Experiment Class

Table IV. 9 The students score at the ExperimentClass

NO	Pre-test	Post-test
1	65	82
2	60	72
3	67	77
4	55	80
5	55	77
6	60	77
7	67	82
8	72	70
9	60	77
10	57	75
11	60	75
12	60	80
13	57	77
14	60	85
15	72	77
16	77	82
17	60	75
18	57	82
19	60	82
20	60	85
21	57	67
22	60	75
23	70	82
24	70	80
25	60	70
26	57	77
27	67	80
28	60	77
29	62	80
30	72	75
31	72	82
32	70	77
33	70	85
34	60	80
Total	2148	2656

a. Pretest of students' writing in descriptive paragraph

Table IV. 10

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Pretest	34	63.0882	7.68851	1.31857

Table 10 shows that, the mean score of pretest is 63.08, the standard deviation pretest is 7.68, and the standard error mean is 1.31.

b. Post Test of students' writing in descriptive paragraph

Table IV. 11

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Posttest	34	78.3824	4.34682	.74547

Table 11 shows that, the mean score of posttest is 78.38, the standard deviation pretest is 4.34, and the standard error mean is 0.74.

3. Independent Sample t-test

In analyzing the data, the writer used SPSS computer program with independent sample t-test. The process of statistical analysis by using t-test in SPSS program is as follows:

- a. Open SPSS Program
- b. Entry of the data based on its procedure in variable view and data view
- c. Click analyze in the menu of SPSS, choose compare mean.
- d. Choose independent sample t-test.

The data can be seen in the following table:

Table IV. 12 The students posttest score

NO	Control Group	Experiment Group
1	61	77
2	55	72
3	62	77
4	55	74
5	55	77
6	62	77
7	70	77
8	60	70
9	65	77
10	61	75
11	68	75
12	68	80
13	56	72
14	65	80
15	66	75
16	67	77
17	60	75
18	61	77
19	55	72
20	60	80
21	56	67
22	58	75
23	72	80
24	66	75
25	60	70
26	62	77
27	69	80
28	65	77
29	67	80
30	62	70
31	71	82
32	70	77
33	71	85
34	65	80
Total	2146	2591

The output of the data analysis is as follows:

Table IV. 13

Group Statistic

Method	N	Mean	Std. Deviation	Std. Error Mean
1	34	60.7353	4.94398	.84789
2	34	78.3824	4.34682	.74547

Table IV. 22

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
									Lower	Upper
F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference				
score	Equal variances assumed	5.908	.018	-11.823	66	.000	-13.08824	1.10705	-1.52985E1	-10.87793
	Equal variances not assumed			-11.823	60.756	.000	-13.08824	1.10705	-1.53021E1	-10.87436

From the data of group statistic above, it explains that the mean of experimental class is 60.73 and the standard deviation is 4.943. while, at control class, the mean is 78.38 and the standard deviation is 4.346.

D.The Hypothesis Examination

From the table of Independent sample test, it shows that the two groups have an equal variance because Sig. Value (.018) < (0.05). the table also shows that the significance is 0.00 based on interpretation :

If probability > 0.05 , null hypothesis is accepted

If probability < 0.05 , null hypothesis is rejected

It can be analyzed that 0.00 is smaller than 0.05. if significance is smaller than 0.05, it can be conclude that null hypothesis is rejected. Beside, the table also shows that t_o is 11.823 and df is 66.

After calculating data, it was found that the mean score of post-test was higher than mean score of Pretest. The result of post T-test 11.823, then score of sig.(2-tailed) is 0.000. if we act to null hypothesis (H_o) that is 0.05, it is mean that the score of sig.(2-tailed) was small then score of H_o . Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. It is mean that there is a significant effect by using block method toward their writing skill in descriptive paragraph of the first year at senior boarding school Islamic Centre Al Hidayah Kampar.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the preceding chapters, and to recommend some suggestions concerning the students' writing skill in descriptive paragraph of the first year at senior boarding school Islamic Centre Al Hidayah Kampar.

A. Conclusion

Based on the research finding, to answer the formulation problem question was :

1. How is the students' writing ability in descriptive paragraph on experimental group before implementing the use of block method? From the research findings, the students' writing ability in descriptive paragraph on experimental group before implementing the use of block method was 60.73.
2. How is the students' ability in writing descriptive paragraph on experimental group after implementing the use of block method ? from the research finding the students' ability in writing descriptive paragraph on experimental group after implementing the use of block method was 78.38
3. Is there any significant difference on the students' writing ability in using block method and using conventional strategies ? From the research finding can be concluded that, there is any significant difference on the students' writing ability in experimental group that are taught by using block method and control group that are taught by using conventional strategies, the score of sig.(2-tailed) was small then score of H_0 . Therefore, the null hypothesis was rejected ⁵¹ the alternative hypothesis was accepted ($0.000 <$

0.005). It is mean that there is a significant effect by using block method toward their writing skill in descriptive paragraph of the first year at senior boarding school Islamic Centre Al Hidayah Kampar.

B. Suggestions

Base on the conclusion of the research, thus the writer would like to give his suggestions, writer hope that in every language learning process the teacher is supposed to be able to choose an appropriate learning method so that it can create an active, creative, effective, interesting, and exciting atmosphere in the teaching learning process.

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